PROGRAM DEVELOPMENT

The underlying purpose of family and consumer sciences is to improve the quality of home and family life for individuals. The social and economic well-being of families influences the well-being of every community and the nation. Family and consumer sciences programs prepare youth and adults for the work of the family and for careers in related content fields. Family and consumer sciences education describes an educational program that assists individuals and families in obtaining knowledge and skills required to meet the challenges of everyday life.

The family provides physical, social, emotional, and aesthetic conditions of the home as it nurtures the development of each family member. Family and consumer sciences education prepares students to be critically reflective of social influences regarding families. Students are prepared to become proactive community leaders in the economic, social, political, and technological arenas. Family and consumer sciences programs are family focused and can provide workplace preparation.

Developing a Local Program

The development of a local curriculum is a critical step in program development. The curriculum serves as the basis for all program activities and operations.

Implementing a Program Curriculum Based on a Vocational Instructional Management System

The Vocational Instructional Management System (VIMS) is Missouri's framework for competency-based instruction. It provides administrators, instructors, and students with a management framework for effective teaching and learning in classrooms and work settings. The VIMS operates with clearly defined program goals, competencies, performance objectives, and evaluation criteria, which guide students in mastering the essential competencies.

Developing and implementing a curriculum based on a Vocational Instructional Management System:

1. Prepare the program rationale and philosophy.
2. Identify program goals/objectives.
3. Determine the scope and sequence of courses in the program including course rationales.
4. Identify relevant state and national standards.
5. Prepare a competency list.
6. Develop performance objectives (knowledge, skills, and attitudes).
7. Select instructional delivery methods.
8. Develop competency measures (written or performance).
9. Implement a record-keeping system.

Prepare the Program Rationale and Philosophy

What is unique about family and consumer sciences that earns it a place in an already crowded school curriculum schedule? Administrators and teachers must be able to respond to this question. Justifying the use of student time in the context of competing demands such as academics and sports is an important task. It demands being able to explain or defend the reasons for the choice in the curriculum. It requires a rationale and a philosophy for developing the program and selecting the content to be included.

The rationale should be based on the vision and mission statements of the profession. It is the foundation for building a strong program. A rationale makes explicit the philosophy and beliefs upon which the curriculum is based. The rationale provides the basis for curriculum planners to think about, dialogue about, and defend value positions. It is essential to the process of deciding what content and learning experiences will be a part of the program and which content and experiences will not.

A key to articulating what the program is about and why it should be a part of the school curriculum is to involve students, parents, administrators, policy makers, and any other stakeholders in the development of the rationale. The teacher's ongoing role is to help others recognize that family and consumer sciences content is basic and necessary for building strong families and a productive workforce.

Dr. Joanne Kister, former state director of vocational and adult education in the Ohio Department of Education, suggested some guiding principles to use as a foundation for a rationale for a family and consumer sciences program (Chapter 4, "Forming a Rationale: Considering Beliefs, Meanings, and Context, "*Family and Consumer Sciences Curriculum: Toward a Critical Science Approach*, AAFCS Yearbook, 1999). These principles reflect that family and consumer sciences education prepares students for competence in the important, challenging, and ever-changing work of the family. Students shape their future work and family life through choices they make. Family and consumer sciences education should help students develop core skills in problem solving, interpersonal relationships, managing work and family, citizenship, and leadership in the everyday problems posed in each course.

According to Dr. Kister, the guiding principles include the following:

- The family is an enduring institution that serves as the primary source of fulfillment of basic human needs, love, security, and acceptance.
- The work of the family includes nurturing the growth and development of family members and managing resources to meet material needs including food, clothing, and housing.
- Parents are the first and primary teachers of children.
- Family stability and commitment are essential to the well-being of individuals, families, the workforce, and society.
- Society depends on two constants for its health and survival: work and family.

- Family and consumer sciences curriculum must support and complement the family in preparing youth for personal and family responsibilities.

The philosophy should be based on the vision and mission statements for family and consumer sciences. The philosophy should also reflect current economic and technological needs; provide for equity; and serve as a basis to improve, expand, and update the program.

Identify Program Goals/Objectives

Local program goals are statements about the direction of the program. The program goal statements are used later to evaluate the program's success in achieving its goals. Program goals are broad statements of intent, for example, "The goal of the family and consumer sciences program at My Town High School is to prepare students to be successful family members and contributing members of the community."

Examine the Missouri Family and Consumer Sciences-Approved Program Requirements (Section 2) to direct the development and management of family and consumer sciences education programs and to help determine the program goals.

Program objectives, which are to be adapted for program development and implementation at the local level, are listed for family and consumer sciences programs in Section 2.

Program objectives describe how the program goals will be achieved; they are not the same as instructional objectives. Program objectives address the overall program, not specific lessons or content. For example, to achieve the program goal given for My Town High School, program objectives might include the following:

Students who complete courses in the family and consumer sciences program will be able to

- Describe the work of the family.
- Design a plan to balance work and family responsibilities.
- Communicate effectively with peers, family members, and/or coworkers.
- Solve practical problems of the family.
- Demonstrate leadership skills needed to participate as a responsible member of a family and community.

Once goals and objectives for the program have been developed, use the Taxonomy of Approvable Courses and Classification of Instructional Programs (Section 2) to identify program codes, titles, and descriptions of courses to be offered in the program. The Classification of Instructional Programs (CIP) is a taxonomy for instructional programs that the U.S. Department of Education's Center for Education Statistics developed. The Carl D. Perkins Vocational and Applied Technology Education Act of 1998 (P.L. 105-332) specifies the use of CIP in informational surveys in vocational education.

Determine the Scope & Sequence of Courses in the Program Including Course Rationales

Information is provided in Section 2 – Program Design of this handbook to help in defining the scope and sequence for courses in the program. Sample course rationales are included for each course with the competency list in Section 4 – Program Implementation.

Identify Relevant State and National Standards

Consult state family and consumer sciences course competencies and national family and consumer sciences standards and use them as the foundations for the program development process. The appendix includes several relevant knowledge and performance standards. These include the individual course competencies and the Missouri Show-Me Standards. Although the state competencies have been cross-referenced with national standards, academic standards, the Missouri Show-Me Standards, and SCANS, they should be verified at the local level.

These standards help establish what should be included in the curriculum as well as the level of performance expected. They are the basis for student assessment.

Prepare a Competency List

Minimum competencies for family and consumer sciences education programs are described in Section 4 of this handbook. Local advisory committee input should determine if additional competencies are needed for local programs.

The competency list is a part of the instructional design Robert Mager developed (1975), known as criterion-referenced instruction. Principles of criterion-referenced instruction are based on instructional objectives that are drawn from the knowledge and skills required to successfully master a competency. Students are given opportunities to practice a skill and obtain feedback about their performance before mastery is assessed.

Develop Performance Objectives (Knowledge, Skills, and Attitudes)

Performance objectives, sometimes called terminal objectives or enabling objectives for mastery, indicate exactly what the learner should be able to do after instruction, such as an activity that can be observed and measured. Performance objectives have three parts: a condition statement, a task statement, and a criterion statement that indicates the required performance level(s). Establish the level of performance that should be consistent with identified state and national standards required for student mastery of each competency.

Select Instructional Delivery Methods

Determine instructional techniques for planning classroom strategies and activities designed to guide students in achieving performance objectives. Identify resources such as curriculum guides that will help students achieve performance objectives. Plan schedules and organizational structures to allow students the time to achieve performance objectives.

Develop Competency Measures (Written or Performance)

Prepare an evaluation method for each performance objective. Use a variety of assessment strategies to evaluate student performance of knowledge, attitudes, and skills (cognitive, affective, and skill performance). Remember, the level of performance required for student mastery should be at or above the level identified by state and national standards.

Implement a Record-Keeping System

Design a record-keeping system that reflects student progress in attaining competencies for the course/program. Competency profile folders and inserts for designated courses/programs are available from the Instructional Materials Laboratory (IML), University of Missouri- Columbia.

One example for recording student progress is the competency profile cards IML developed. Sample packets are available by contacting IML. The card listing all four process skills is folded to resemble a file folder. This card can store individual course cards as students take additional courses in the family and consumer sciences program. Computer programs also are available to help vocational educators in comprehensive high schools implement a computer-based vocational instructional management system. These records can be provided to students upon completion of the course/program for inclusion in the portfolios, etc.

An excellent resource to assist with planning a program is the publication *Family and Consumer Sciences: A Chapter of the Curriculum Handbook, Association for Supervision and Curriculum Development*, 1998, ISBN 0-87120-314-6.

Quality Indicators for Program Development and Evaluation

The program components described here have been selected as key components of a quality family and consumer sciences program. Additional components may be added locally. For each component, a description of quality indicators is provided as a guide. Again, these components can be tailored to local needs.

Each component is addressed again in Section 5 – Program Evaluation as part of a comprehensive program evaluation. These components should be described and included in the development

phase and examined in the evaluation phase to complete the cycle of program planning, program implementation, program evaluation, and program improvement.

Establishes an Advisory Committee

An advisory committee can provide a great deal of assistance in planning, implementing, and evaluating a program for improvement. The role of the advisory committee is purely advisory—not administrative or policy making. The committee's purpose is to advise and assist the program, not to direct it.

An advisory committee can provide eight basic functions. They include (a) assisting in planning and analyzing a community needs assessment, (b) providing advice on course content, (c) helping with student placements by notifying the instructor of job openings, (d) expanding community public relations efforts by speaking at civic and service club meetings or establishing student awards programs, (e) recommending equipment purchases or improvements in the facilities and assisting with grant development and implementation, (f) assisting with program staffing such as reviewing selection criteria or recommending educational requirements, (g) participating in program review activities such as evaluating student performance on various projects or comparing program outcomes with program objectives, and (h) identifying community resources to support the program such as work experience opportunities or obtaining instructional materials.

State guidelines for career and technical education programs suggest advisory committee representatives include parents; business, industry, or labor leaders; males and females; students in Family, Career and Community Leaders of America (FCCLA) who are members or officers; special populations; and ethnic groups representative of the community. The recommended size of the group is one large enough to represent the diversity of the community, yet small enough to function effectively.

IML publishes a resource to assist with planning and organizing advisory committees: *Facilitator's Guide to Partnerships and Advisory Groups* (catalog number 30-5492-I). It can be ordered by calling IML toll free at 1-800-669-2465.

Develops Relationships with Business/Industry and the Community

Planning and promoting positive community relationships is vital to ensure relevant content, connect with business and industry to build networks for workplace learning opportunities, and showcase the program in the community.

Evidence to document and evaluate the quality of a strong relationship with business/industry and the community may include the following: (a) a roster of advisory committee members and minutes from meetings, (b) results of labor market survey data, (c) community needs assessment reports, (d) a written annual evaluation plan based on advisory committee input, (e) documentation of articulation agreements for advanced education, (f) newspaper articles related to the program or its students, and (g) scripts or photos of presentations to civic groups. A sample worksheet that defines the advisory committee plan of work and a sample advisory committee invitation letter are included at the end of this section.

Collaborates on Curriculum Development and Articulation

The Missouri School Improvement Program (MSIP) requires the local school board to review and adopt curriculum guides for each program/course and at all grade levels. The curriculum also must be aligned to reflect the Missouri Show-Me Standards. Additional curriculum requirements for each course include rationales for why certain content is taught, why particular instructional methods are used, course descriptions that define the content, sample instructional strategies, and assessments. To provide program accountability, an instructional management system is required that includes a record-keeping system for recording and reporting student mastery of course competencies.

Evidence to support and evaluate the curriculum development process may include the following: (a) a program philosophy and mission statement; (b) written curriculum guides that define learning outcomes, performance standards, industry skill standards, and relevant content; (c) samples or summaries of course evaluations; (d) clear integration of academic skills with career and technical skills; (e) competency lists validated by local advisory committee members; (f) examples of efforts to correlate to the district's Comprehensive School Improvement Plan; (g) affiliation documents and membership rosters for the career and technical student organization, FCCLA; and (h) a written plan or procedure for evaluating and revising curriculum on a regular basis.

Supports Student Organizations and Activities

Family, Career and Community Leaders of America, Inc., is the national career and technical student organization that serves and supports family and consumer sciences education. FCCLA is an integral part of the program. FCCLA chapter projects and activities enhance the family and consumer sciences program of study. Many of the experiences are woven into classroom activities or projects.

Evidence to support FCCLA chapter activities include samples of chapter meeting minutes and agendas; membership rosters and documentation of affiliation on the national, state, and regional levels; newspaper clippings or other media documentation of activities; lesson plans or assessments that incorporate FCCLA; and sample chapter projects.

FCCLA publishes programmatic material that is easily integrated with the family and consumer sciences curriculum. For a complete listing of current FCCLA programs and resources, contact FCCLA at 703-476-4900 or visit its Web site at www.fcclainc.org.

Note: Only students affiliated at the national, state, and regional levels are members of FCCLA. Local "clubs" are not a substitute for FCCLA.

Organizes and Promotes the Program

Identifying target audiences is necessary to successfully promote the program. Some of the audiences are internal groups; others are external. Each audience will be interested in a slightly different aspect of the program. A few examples of internal audience are other teachers, guidance counselors, administrators, or support staff. External groups might include prospective students, former students, parents, legislators, community groups, or potential employers for graduates of your program.

Each of these audiences will be interested in the program if the message is tailored to its area of concern. What information does each group want to know and/or need to know? Examine what information these audiences already have about the program and whether that information is accurate. Then establish goals for reaching each group with accurate, up-to-date facts. A sample student interest survey is provided at the end of this section. Adapt the survey to local needs or program goals.

Goals may be defined to promote new programs, facts about existing programs, specialized learning opportunities (e.g., first aid certification, mentoring experiences, or FCCLA projects and activities).

Evidence of promoting the family and consumer sciences education program may include press releases or newspaper articles, marketing materials such as posters or course flyers, or bulletin board displays.

Organizes and Prepares for Instruction

Examples of instructional strategies to help engage students are included in Section 4 – Program Implementation.

Evidence to support instructional efforts includes lesson plans and course syllabi, portfolios with examples of student work, and examples of implementation of state and national standards.

Facilitates Instruction

The underlying goal of all instruction is to create a positive change in the student's knowledge, achievement, and behavior. A variety of instructional strategies can assist you in meeting this goal. The first step is to set high standards for all students to achieve. A second step is to clearly define objectives and expectations of what students should know and be able to do and to set classroom rules or guidelines. Students will become actively engaged in learning when lessons are made relevant to their lives.

Evidence that supports efforts to facilitate instruction includes lesson plans emphasizing team-building skills, critical-thinking skills, and links to career pathways. Other evidence may be partnership agreements for job shadowing experiences, internships, or on-the-job training.

Provides a Positive Learning Climate

The learning environment includes the aesthetic appeal of the classroom; the physical surroundings with tables and chairs, laboratory equipment, and reference/resource materials; and emotional comfort. Creating a positive learning climate includes recognizing students' individual needs and building a good rapport with students and their parents. Time management and organization are essential for a positive environment.

Evidence to demonstrate a positive learning climate includes laboratory plans and safety procedures, a department budget with a plan for equipment maintenance and replacement (see sample forms at the end of this section), samples of letters to parents, or other types of

communication efforts. Photos of bulletin boards or displays can verify an attractive, stimulating environment.

Assesses Student Performance

The Outstanding Schools Act of 1993 brought about a set of academic standards designed to set high expectations for individual student achievement. Career and technical education courses are based on learner outcomes that are statements indicating exactly what the student will be able to know and do following instruction. Assessment measures must then be implemented to verify or evaluate to what extent students meet those standards and objectives.

Assessments that are valid and reliable will accurately measure student mastery. For an assessment to be valid, it must be directly tied to learner objectives. That is, the assessment must measure what is taught and what the student is expected to learn. For an assessment to be reliable, the assessment must produce the same results consistently from student to student, year to year, class to class, or evaluator to evaluator. Evidence of effective assessment of student performance begins with learning objectives tied to assessments. The goal is to begin planning instruction with the assessment in mind.

Assessments come in various forms such as tests, journals, research reports, performances, laboratory experiences, or oral presentations. Using a variety of assessments will help ensure reliability. Students have different learning styles and respond differently to tests, performances, and projects.

A variety of assessment samples are included in Section 6 – Model Assessments.

Advises Students

The most fundamental step in promoting the program is assisting students as they explore career opportunities and allowing them to see the relevance of a foundation in family and consumer sciences to many career opportunities. Some students need coaching or encouragement to explore career interests; other students need referrals to key resources. The key is to provide diverse resources and encourage students to explore many opportunities.

Evidence of student advising might include student interest inventories, career exploration software and CDs, job shadowing experiences, integrated FCCLA activities focused on career exploration, or documents from student conferences.

Manages Resources, Equipment, and Supplies

Resources, equipment, and supplies can be classified as instructional resources. Managing these resources so that the right materials are available in the right quantity at the right time for the activity requires a long-range budget plan. The plan should address the following questions: What resources, equipment, or supplies are required? What is the realistic life expectancy for these resources?

A long-range budget plan must support and accommodate instructional resource needs. Sample worksheets and inventory rosters are provided in this section. By tracking actual usage from class

to class and year to year, estimates will be easier to predict and faster to prepare. Some instructional resources may be available through advisory committee members or community resources.

Maintains Program Effectiveness

Maintaining an effective program requires collecting program data and evaluating it for program improvement. Compare the data gathered to the program goals and objectives in order to measure the actual effectiveness of the program. The result of comparing the evaluation results to the goals and objectives determines the plan for improvement. This process is ongoing for short-term and long-range program planning and improvement. This process is also essential to keep up with changes in industry needs and workplace expectations.

A variety of data should be used to measure effectiveness and improve programs. Examples include the program evaluation checklists provided in Section 5 – Program Improvement. The checklists will provide data to consider as short-term and long-range plans are revised.

Teaching-Related Activities

Teaching-related activities range from participating in faculty meetings to serving as a leader in professional organizations at the district, state, or national level. This component also includes maintaining records, providing supervision, and mentoring colleagues and new professionals.

Evidence to support the various teaching-related activities includes accepting student teachers; volunteering for committees or projects; maintaining attendance or grading records; documenting positive guidance policies; or providing records of student fees, fines, etc.

Professional Development Activities

Professional development is the capstone of a successful program. The purpose of professional development is to provide improved instruction for the students. The ultimate measure of quality professional development is through student achievement of goals and objectives.

The Outstanding Schools Act of 1993 emphasizes a professional development plan for individual teachers in their first 2 years of teaching. The Excellence in Education Act of 1985 also supports professional development activities. During each MSIP review, a visiting team will examine the professional development plan for the district. Therefore, it is important that you have a plan for professional development activities that supports the district plan.

Career & Technical Education Resources (CATER, formerly MRCCTE) contains several publications to help design a plan for professional development. One resource, *Missouri Professional Development Guidelines for Student Success*, is available for free loan by contacting CATER at 1-800-392-7217 or at <http://www.cater.missouri.edu>. A request form to order materials from CATER is included at the end of this section.

Sample

Advisory Committee Plan of Action

Goal	Objectives	Activities	Committee Assigned	Fiscal Year		
				20__	20__	20__
1. To provide local educational agencies with advice in developing career and technical education programs	(a) To advise regarding course content to ensure it meets the changing needs of industry	1. Review textbooks and materials used in course.				
		2. Conduct occupational analysis in local industries and businesses in the area served by the local educational agency.				
	(b) To advise regarding the physical condition of the facilities and adequacy of the program equipment	1. Review requests for laboratory equipment and supplies.				
		2. Review classroom safety procedures.				

Sample Advisory Committee Invitation

January 1, 2---

Mr./Ms. Community Leader

2000 First Street

My Town, MO 61001

Dear Mr./Ms. Leader:

Thanks to your experience and demonstrated leadership, you have been recommended for membership on the Family and Consumer Sciences Instructional Program Advisory Committee. The committee is comprised of leaders from business, industry, and the community. Your insight and experience will benefit students throughout this community. Advisory committee appointments are for 3-year terms. We meet two times a year, once in the fall and once in the spring. Our next meeting is May 8.

I hope you will consider this invitation and join the advisory committee. The partnership between business, industry, the community, and education is vital to the strength and success of our program. If possible, Please contact me with your decision before April 3.

Sincerely,

Sample

Student Interest Survey

Directions: Complete this form and return it to your teacher.

Name _____ ❑ Male ❑ Female

Year in School (circle one) Fr So Jr Sr Birthday _____/_____/_____

Course Title _____

Teacher _____

Your Address _____

City_____ Zip Code _____

Phone # _____

Please draw a map to your house on the back of this survey. Include at least four roads/streets nearest your home.

Parent/Guardian Names (Print full names.)

_____ _____

_____ _____

Why are you taking this course?

❑ I plan a career in family and consumer sciences.

❑ I am not planning a career in this area, but I am interested in the subject.

❑ I have no special interest in this area; I was placed in this class.

What career goal or occupation most interests you right now?

_____

What most interests you about family and consumer sciences?

_____

What are your plans following graduation from high school?

1. _____ Go to work full time
2. _____ Go to college (Check which type of school syou plan to attend.)
   - ❑ community college ❑ technical college ❑ four-year
3. _____ Go into the military services
4. _____ Other plans:_____

Sample Resource Materials Inventory

Subject _____School_____
Teacher_____Grade Level_____Room _____

Book Title	Publisher/ Edition	Cost New	Year of Purchase	Year____			Year____			Year____		
				E	G	P	E	G	P	E	G	P
Example: Shaping Your Future	Glencoe/McGraw Hill/2nd ed.	$17.25	1999	11	4	1						
Parents and Their Children	Goodheart-Wilcox Company/4th ed.	$33.96	2000	20	3	2						

Rate the condition of the resource materials each year by indicating the number of items in the appropriate column.
E – Excellent G – Good P – Poor

Sample

Sample Equipment Inventory

Department _____School_____Teacher_____Room _____

Item or Product	Model Number Serial Number	Cost New	Year____ E	G	P	Year____ E	G	P	Year____ E	G	P
Example: Refrigerator	YA238500093	$870.00		x							

Rate the condition of the item or product each year by indicating the number of items in the appropriate column.
E – Excellent G – Good P – Poor

Sample Inventory and Budgetary Plan

Course Title _____ Instructor _____
Course Description _____ Year/Semester _____
_____ Textbook (title) _____
Curriculum Guide _____ (author) _____
(publisher) _____ (copyright date) _____

Competency	Inventory	Present and Future Needs	Fiscal Year				Estimated Cost
	Equipment						
	Textbooks						
	Instructional Resources						
	Consumable Supplies						

REQUEST FORM

CONTACT CATER AT -
e-mail address:
mrccte@missouri.edu

FAX: (573) 882-9935

Phone: 1-800-392-7217

2 London Hall • University of Missouri-Columbia • Columbia, Missouri 65211-2230

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Phone: _____ FAX: _____

RESOURCE CENTER SUBJECT AREAS

AG	Agricultural Edcuation
BE	Business Education
FCS	Family and Consumer Sciences
H	Health Occupations
ITE	Industrial Technology
MCE	Marketing and Cooperative Education
R	Resources for Career and Technical Educators
SN	Special Populations
STW	School-To-Work Clearinghouse
T&I	Trade and Industry

For a complete listing of resources available: http://mrccte.coe.missouri.edu

Call Number	Title	Date Needed	Alternate Date
	RETURN POSTAGE WILL BE PAID BY BORROWER		